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## Seventh Grade

Katharine M. Stilwell

### History

ROME: THE REPUBLIC. I. How the Romans worked out self-government through the struggle between the patricians and plebeians.

1. The Social Struggle. Tribune, Land Question, and Decemvirate.

2. The Political Struggle. The class will read on the above topics in the histories named in the Pupils' Reading List. The knowledge thus gained will be supplemented by the teacher's explanations.

### II. Rome as mistress of Italy.

1. How Rome conquered the mountain peoples, repelled the Gauls, and finally conquered the various tribes of Italy. Conditions will be presented from which the class will draw inferences. Some reading also will be done on the above topics.

2. The Unity of Italy.

### III. Rome's Conquest of the World.

1. Rome and Carthage — the West. (a) The Punic wars (map of territory); causes; immediate pretext; comparison of combatants; leaders; result. (b) Effect in Italy upon the social, moral, and political conditions.

2. Conquest of the East.

**Children's Reading List:** Harding, *City of Seven Hills*; Creighton, *Rome*, pp. 11-35; Gilman, *Story of the Nations—Rome*, chap. 4; Ihne, *Early Rome*, pp. 112-126; Sewell, *History of Rome*, pp. 39-64; Smith, *Smaller History of Rome*, pp. 35-63; Cotton, *Young Folks' History of Greece and Rome*; Yonge, *Rome*; Guerber, *Story of the Romans*.

### References

Pelham, *Outlines of Roman History*; Mommsen, *Rome*; Duryea, *History of Rome*; Myers, *History of Rome*; Liddell, *History of Rome*; How and Leigh, *History of Rome*; Shucksbury, *History of Rome*; Livy, *Punic War*.

### Geography

#### The Continent of Africa.

1. Our relation to Africa. Current news of Africa. Read *Current History*, *The Outlook*, *The Great Round World*, etc. Relation of other countries to Africa.

2. Location: Direction from us. Distance. How to get there. Time necessary. Its location with regard to other continents.

3. Size: Shape, length, width, area, coastline, average height compared with other continents. Effect of these features on the history of the country.

4. Surface: Model in sand the mountains, plateaus, rivers, lakes, and plains. Compare with other continents.

5. Character: Locate desert regions. (See October Outline.) Locate regions of greatest rainfall and monsoons. Locate highest and lowest average temperature. Where is the sun at noon to-day in North Africa? In South Africa? (Correct the judgment of climate by use of Longmans' Atlas.)

6. Locate forests. Locate the animal life of the continent.

7. The people: Their life and industries. The natives. The principal cities. Where are the possessions of the chief powers?

Draw relief map of the continent. Draw or paint typical landscapes, characteristic occupations and types of people.

**Children's Reading:** McCabe, *Our Young Folks in Africa*; Kingston, *In the Wilds of Africa*; Manning, *The Land of the Pharaohs*; Scribner's *Geographical Reader*; Heawood, *Geography of Africa*; Knox, *Boy Travellers in Egypt*; Longmans, *School Geography*; *Young Folks' Cyclopaedia of Persons and Places*.

### References

Reclus, *Bird's-eye View*; Encyclopedia Britannica; Stanford *Compendium of Africa*; Reclus, *The Earth and Its Inhabitants*; Brown, *Countries of the World: Africa*; Vincent, *Actual Africa*; Guyot, *Earth and Man*;

Ratzel, *History of Mankind*, Vol. II; Stanley, *Through the Dark Continent*; Stanley, *The Congo*; Keltie, *Stanley's Letters*; Hinman, *Physical Geography*; Keipert, *Manual of Ancient Geography*; Macturk, *Africa*; Marsh, *Earth as Modified by Human Action*; Ritter, *Comparative Geography*.

**Nature Study:** I. Study of weather conditions continued as indicated in the October Outline.

II. Following the distribution of seeds, the pupils will account for that part of the plant which seems to decay by studying the Chemistry of Decay.

1. What is in the plant?

[See Directions for Laboratory Work.]

The pupils will average the class results of the experiments and represent these proportions on a piece of wood one meter long, one centimeter wide, and one centimeter thick. They will then discuss the following points:

What is decay? Where did the tree get all these elements? What becomes of each when the leaves decay? What agent decomposed the leaves in the experiment? What agent does this work out of doors? When does this take place? What would be the effect if these elements were all given off now? What do you think of this as a provision of nature?

Weigh and dry twigs. Weigh again. What per cent is water? What per cent is gas? What per cent is ash? What per cent is potash?

Select a block of wood in the sloyd shop. Measure out in bottles the amount of water, ash and potash found in this block.

In a tree containing 8,000 cubic feet, how many gallons of water? How much ash? How much gas? How much potash? Draw to a scale, showing these proportions. Name the source of each element. How did the tree get the mineral matter from the soil?

In six gallons of water there is one gram of solid matter. (See City Water Office Report.) What amount of new material has been added to the tree? (Measure new growth.) How many pounds of ash are there in each 100 pounds?

If each gallon of water supplies one gram of ash, how many gallons are needed to supply the ash in this year's growth on this tree? How

many barrels? What size tank is needed to contain this water? Draw to a scale.

III. All leaves do not decay immediately on falling. The pupils then will take up the study of Fossils.

1. FOSSIL PLANTS: Evidences that the fossil was once a plant.

2. How it became a fossil. *a.* Examine rock, stratified, made by water; fine material, silt deposited by still water. *b.* What became of the plant? Casts, imprints, petrifications. Picture with clay the process of fossilization.

3. Conditions under which a plant must have lived. (Same that plant life demands today.) Picture the appearance of the earth at that time.

4. Subsequent events. Teacher draw fossil beds at Mazon Creek, Ill. Limestone layer 12 feet thick. In a stream 60 feet below the limestone were found the fossils. *a.* How did they get there? *b.* What has happened since? (building period; wearing period.) Probable length of each?

5. What the fossil teaches us. *a.* About the past: age of the world; former appearance; changes gradual. *b.* The probable future. Drawing to illustrate experiments. Painting of fossils.

**References:** *Chemistry.* Hooker's *Chemistry*, p. 313; Stockhart's *Chemistry*, p. 435; Popular Science Monthly, Nov. 1879, *Respecting Rubbish*; Murche, Vol. III, *Object Lessons in Elementary Science*; Conn, *Story of Germ Life*; *Decay*.

### Directions for Laboratory Work

LABORATORY LESSON.—To find what is in the plant.

(In all laboratory work, make careful, definite notes.) Ask no questions in the laboratory.

DIRECTIONS FOR EXPERIMENT.—Weigh 20 grams of leaves. Put in tin pan on standard, about 3 inches above the flame. (See that you have a clear blue flame from Bunsen burner. Strike match at the side of the box on the end of the table.) Carefully note results. What does the flame prove? What do the sparks prove? Weigh what is left. What per cent has disappeared? What kind of material is left? Preserve it for a later experiment. Write results of this experiment.

LABORATORY LESSON.—To find what is in the leaves.

**DIRECTIONS FOR EXPERIMENT.**—Break into small pieces and weigh enough leaves to fill two-thirds of a clay pipe. Cover with a piece of filter paper. Seal the pipe with a thick paste made of plaster of paris and water. Place the pipe in the hole in the wire gauze on the standard, about three inches above the flame. When smoke issues from the end of the stem, test with a lighted stick. Repeat several times at short intervals. Carefully note results. Hold a piece of clean glass in the smoke. What is the result? Test with red and with blue litmus paper. When smoke ceases, cool the pipe, uncover, and empty it. (Be sure to mix no plaster of paris with contents of the pipe.) Examine and weigh the contents. Sum up the experiment. State the results and make inferences from each. Read on the wood the alcohol, creosote, and tar. (See references.) Tell the class how they may prove the presence of N.

**LABORATORY LESSON.**—**DIRECTIONS.**—Use the ash left in the first experiment. Filter the water through this ash. Test filtrate with litmus paper. Evaporate the filtrate. Examine the contents of the filter paper. Test some of this residue with H. C. L.

Sum up the results of the experiment. What have you proved by each step?

**Mathematics:** As indicated in outlines, number will be used in correlation with the other subjects.

Simple exercises in algebra will be given.

**Oral Reading:** See Miss Fleming's outline.

Study of poems: *Virginia*, by Macaulay; *Down to Sleep*, by Helen Hunt Jackson; *The Petrified Fern*.

**Latin:** The life of the Romans will be continued. This study will be supplemented by simple reading lessons in Latin. See printed slips. Grammatical forms will be learned as they occur in these reading lessons.

**Gymnastics:** See Mr. Kroh's outline, p. 221.

**Sloyd:** This month the pupils will begin making Christmas presents. Each pupil, with the assistance of the teacher, will select his own work. Plans will be drawn, and amount of

material, with cost, computed before the shop work is done.

**Industrial Art:** Sewing and weaving.

**School Economics** — Continued. See Mrs. Norton's outline, p. 207.

**Music:** *Harvest* (hymn), Songs of Life and Nature, p. 186; *Snowy Day*, Modern Music Series, Second Book, p. 162; *Nutting Song*, Modern Music Series, Second Book, p. 162; *He Prayeth Best* (two parts), p. 32; *We Merry Minstrels* (three-part round), p. 15, Modern Music Series, Third Book.

### Latin

The history lesson preceding has for its subject some feature of Roman life. This is to be supplemented by the Latin reading lessons which follow.

Pictures of the various objects mentioned will be presented and their Latin names written on the blackboard.

Grammar is to be taught only as an aid in interpreting and expressing thought. The system of grammar used is that of Professor Hale, of the University of Chicago.

The books used for suggestions on private life are: Becker, *Gallus*; Wilkins, *Roman Antiquities*; Preston and Dodge, *Private Life of the Romans*; Harper's Classical Dictionary; Rich, Dictionary of Greek and Roman Antiquities.

### Reading Lesson

1. Puella bullam gerit..
2. Bulla injūriam āvertit.
3. Bullæ puellās dēfendunt.
4. Puellæ tunicās gerunt.
5. Fībula tunicam cōnectit.

### Vocabulary

#### NOUNS

puella—girl.  
 bulla—amulet.  
 fibula—clasp.  
 tunica—dress.  
 injuria — harm. (cf. injury.) (cf. confer=compare.)

## VERBS

gerit—wears.  
 avertit—wards off. (cf. averts.)  
 defendit—(cf. defends, protects.)  
 conectit—(cf. connects, fastens.)

## CONJUNCTION

et—and.

## Points to be Made

1. Roman way of expressing an idea. Order of words in a sentence.
2. The omission of the article.
3. Nominative and accusative nouns, singular and plural, first declension.
4. Verbs, third conjugation; present, third, singular and plural.
5. Conjunctions.
6. Pronunciation.

## To be Translated into Latin

1. The girls wear amulets.
2. The amulet protects the girl.
3. Clasps fasten the dress.
4. The girl wears the amulet and the tunic.

## Reading Lesson

1. Puella tunicam albam gerit.
2. Et tunicam et soleas gerit.
3. Geritne puella violās?
4. Puellæ bullās et armillās pulchrās gerunt.
5. Palla longa tunicam albam tegit.

## Vocabulary

NOUNS	VERB
armilla—bracelet.	tegit—cover.
palla—mantle.	
viola—violet.	
solea—sandal.	
ADJECTIVES	CONJUNCTIONS
alba—white.	et, et—both, and.
pulchra—beautiful.	
longa—long.	

## Points to be Made

1. Subject in the verb.
2. Adjective to modify subject and object.
3. Order of adjectives in the sentence.
4. The interrogative sentence.

## To be Translated into Latin

1. The girls wear pretty violets.
2. Does the mantle cover the dress?
3. The girl clasps her bracelet.
4. She fastens her sandals.

## Reading Lesson

1. Villa est māgna.
2. Villa est rūstica.
3. Tua villa est pulchra, sed mea villa est māgna.
4. In meā villā est bibliothēca.
5. In meā villā est culīna. Culīna est parva.
6. Mea serva Julia, cēnam coquit.

## Vocabulary

NOUNS	ADJECTIVES
villa, house.	rustica, country.
culīna, kitchen.	mea, my.
bibliothēca, library.	tua, yours (to one person).
serva, servant.	magna, barge.
Julia, Julia.	parva, small.
cēna, dinner.	bona, good.
CONJUNCTIONS	VERBS
sed, but.	est, is; sunt, are.
ADVERBS	coquit, cooks.
cur, why.	PREPOSITION
non, not.	in (with abl.), in.

## Points to be Made

1. Predicate adjective.
2. Nouns in apposition.
3. Adverbs.
4. Ablative (locative) case.
5. Preposition.

## To be Translated into Latin

1. Is the country villa a large one?
2. In my villa are a library and a kitchen.
3. Is the library pretty?
4. In your house is a large kitchen, but my kitchen is a small one.
5. My servant, Julia, is a good servant, and she cooks a good dinner.

**Reading Lesson**

1. In villā sunt statuæ.
2. Statuæ sunt multæ.
3. Statuæ sunt marmoreæ.
4. Mēnsæ et sellæ et lecticulæ sunt in villā.
5. Aliæ mēnsæ sunt marmoreæ, sed aliæ sunt citreæ.

**Vocabulary**

NOUNS	ADJECTIVES
statua, statue.	multa, many.
mensa, table.	aliæ, aliæ, some, others.
sella, chair.	marmorea, marble.
lecticula, small bed.	citrea, citrus-wood.
ADVERB	
maxime.	

**Points to be Made**

General review.

## Eighth Grade

Nott William Flint

**History**

The class will trace the history of Illinois, beginning with the present time and working backward. In studying the industries of Illinois the differences between rural and city life and the modern tendency toward urban life will be dwelt on. In considering farm life, and the topography of the state, Nature Study and geography will correlate with and reinforce the History. The comparison of areas and questions of population will yield many problems for number work.

1. Topography: (Outline topography of Illinois in sand.) *a.* Area: Comparison of Illinois with European countries. *b.* Character of soil; rivers; slope of land; climate; rainfall.

2. Industries: *a.* Agriculture: Corn and other cereals; fruits; vegetables.

3. Commerce: *a.* Railroads: Names and miles of railroads. History of railroads in Illinois. (See railroad map.) Original state roads. *b.* Canals. *c.* Lake shipping: Chicago as a port. *d.* Manufactures: City life vs. rural life.

4. Cities of Illinois: Growth of cities and urban life. Study of conditions which make cities.

5. People: *a.* Present population? Composed of what? (Census 1900.) Population in cities and in rural districts. (See United States Census statistics.) *b.* Population in each census year? *c.* Social customs; farm life in Illinois. *d.* Lines of immigration: Early settlers; Indians; Tribal divisions of Algonquins; Whites vs. Indians; Civilization vs. Savagery.

6. Education: State system; State University; State Normal schools; District schools; Denominational and private schools; city system.

7. Government: Present State government. *a.* Legislative. (Pupils will organize themselves into a Senate and House.) Method of choosing representatives. *b.* Executive. *c.* Judicial. *d.* Limitations upon State government. *e.* State taxation. *f.* Illinois in Civil War; Lincoln and Douglas. *g.* Territorial government prior to 1818. *h.* Illinois under Virginia. *i.* Comparison of State government system with municipal.

**References:** Moses, *History of Illinois*; Kirkland, *History of Illinois*; McKinney, *Indian Tribes*; Patterson, *Early Society in Southern Illinois*; *United States Census for all years*.

**Geography**

Continuing the work of October—rivers of the world—the class will, in November, study the Mississippi, and, to relate the work to the history for this month, the valleys of the Illinois and Wabash. Computations of the volume of water flowing down these rivers and of their corrasive power will furnish problems in number work. The making of relief maps of Illinois and Indiana and the modeling of them in sand will furnish hand-work.

1. The Mississippi: (Model of valley in sand; also chalk model in class-room); length. Volume. Rate of flow. Flood plain. Ox-bows. Formation of delta.

2. The Illinois and its tributaries: A geog-